

Celebrating Cora Wilson Stewart

Cora Wilson Stewart was born in Farmers, Kentucky and attended Morehead Normal School (later Morehead State University) and the University of Kentucky. She taught school in Rowan County and in 1901, at the age of 26, was elected to the position of county school superintendent. She was re-elected in 1909.



The Moonlight School program provided a model for fighting literacy that other states and nations followed. When the Moonlight Schools opened on September 5, 1911, adults were taught at night in the one-room schools in which children were taught by day. Teachers volunteered their time to teach at these schools, at first only on moonlit nights when students could make their way in the dark. Stewart later called this first night "the brightest moonlit night the world has ever seen." 1200 people, ranging in age from 18 to 86, showed up at the 50 schools on that September night. Stewart wrote *The Country Life Reader* in order to sustain the interest of the adult pupils.



Stewart was the first woman president of the [Kentucky Education Association](#) and in 1926, she was named director of the National Illiteracy Crusade. From 1929-1933 she was named as chairperson of President Hoover's Commission on Illiteracy. She was also a delegate to the 1920 Democratic Convention in San Francisco, and was nominated for President of the United States. She was active in the [General Federation of Women's Clubs](#) as well.

One of the schools that served as a Moonlight School now stands on the campus of Morehead State University. The work of Cora Wilson Stewart and the many teachers who volunteered their time are not forgotten.



Reprinted from http://www.womeninkentucky.com/site/education/c_stewart.html.

Tools for the Classroom

Graphic Organizers

This article was re-printed from <http://www.sabes.org/resources/publications/fieldnotes/index.htm>

A graphic organizer is a visual aid used to structure ideas and concepts in manageable chunks. Graphic organizers often help show relationships among ideas or information. For example, a Venn diagram shows where two things differ and where they share commonalities. Graphic organizers are great tools for teaching and learning; they are especially helpful to learning disabled students who may have trouble with dense text.

How can graphic organizers be used?

Before instruction, teachers can use brainstorming maps (spider maps) to help activate students' prior knowledge about a subject. Teachers can use charts to collect information from a class discussion (our neighborhood has/our neighborhood doesn't have). During instruction, various charts and grids can be used to illustrate information (a time line for history, a character map for comparing characters in a story, etc.). Students can learn to create their own graphic organizers to help them understand information or to plan their work, especially in organizing ideas for writing. After instruction, graphic organizers can be used as summary tools or as comprehension checks.

Where to find them

Teachers can find many downloadable graphic organizers on the Web. On one site, I found samples of graphic organizers I didn't even know about, like the herringbone organizer. Looking at the various charts gave me several ideas for their use. Find examples at

- www.everythingsl.net/in-services/graphic_organizers.php
- www.eduplace.com/graphicorganizer/
- www.educationoasis.com/curriculum/GO/vocab_dev.htm
- http://gotoscience.com/Graphic_Organizers.html

Other examples of graphic organizers

- cause and effect organizers
- character and story organizer
- cycle charts
- problem/solution chart
- hierarchy charts
- continuum lines
- chain of events chart
- story map
- network tree
- sequence chart
- fact and opinion chart

Quote:

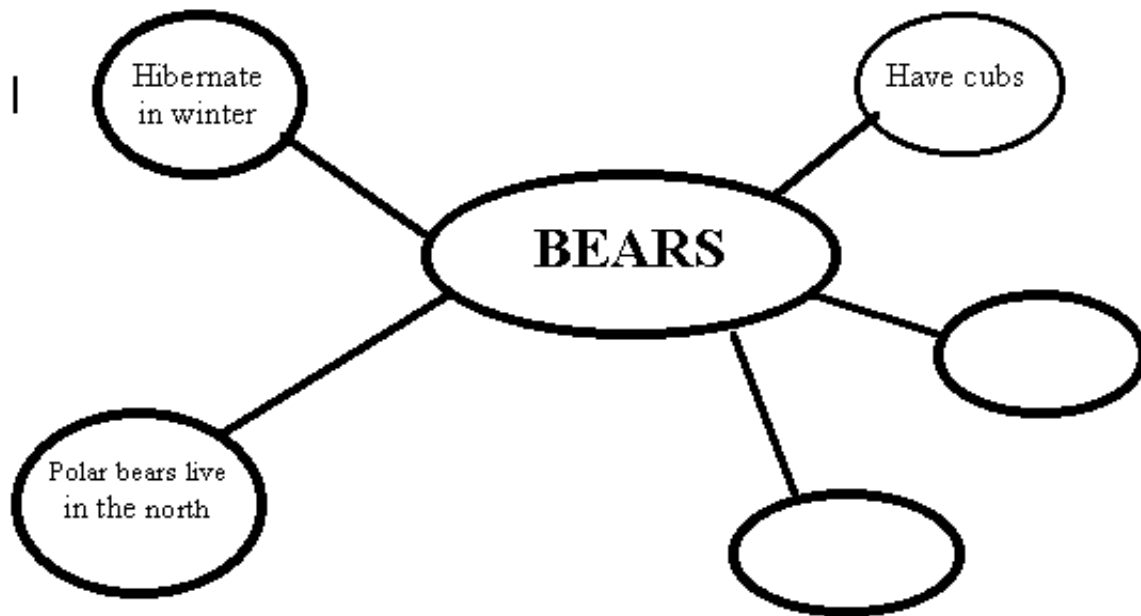
One hundred years from now, it will not matter what kind of car I drove, what kind of house I lived in, or how much money I had in the bank, but the world may be a better place because I made a difference in a child's life.

~Author Unknown

Webbing

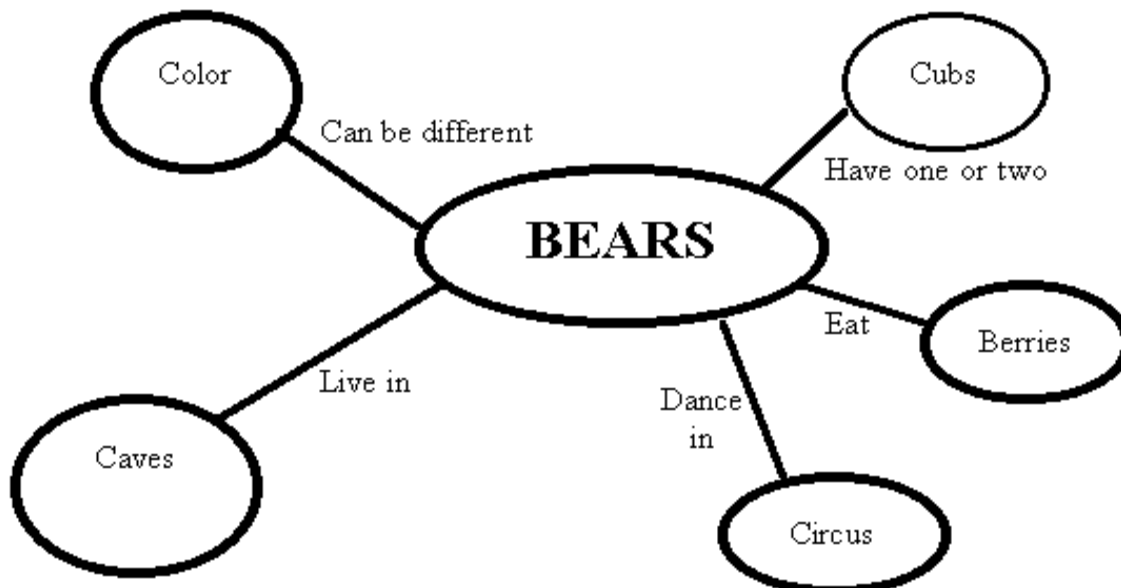
Reprinted from <http://www.squires.fayette.k12.ky.us/library/research/problem.htm>

Making a picture like a big spider web helps you decide what part of a big topic is something that interests you. Start in the middle of a piece of paper with a circle, and put your topic inside the circle. Let's use bears for an example. Now as you think of things you know that are related to or about bears, add them in little circles around the big bear circle. Connect the little circles to the big bear circle with straight lines. Now it might look like this:



Concept Maps

In a concept map, you use a web, but in the circles you only put ideas about bears. Then on the lines that connect the circles you add a verb that helps explain the connection between the ideas in the circle. Look at the bear example below to see how that looks.



Why Study Idioms?

You may read this article and more by visiting <http://www.eslmania.com/students/students.htm>

One of the keys to speaking like a native is the ability to use and understand casual expressions, or idioms. American English is full of idioms. You won't learn these expressions in a standard textbook. But you will hear them all the time in everyday conversations. You'll also meet them in books, newspapers, magazines, TV shows, and on the Internet. Idioms add color to the language. Master idioms and your speech will be less awkward, less foreign. You'll also understand more of what you read and hear.

Here are some idioms you're likely to meet in everyday life in America. They're taken from the book, [Speak English Like an American](#). Find out more about this book & audio CD, which teaches over 300 of today's most common idioms and expressions, by [clicking here](#). At the end of this idioms list, you'll find our recommended websites for more American English idioms study!

better off - in a more fortunate position

Example 1: We're **better off** leaving for France on Thursday evening, so we can spend the entire weekend there.

Example 2: If you're interested in studying languages, you'd be **better off** attending Northwestern University than the University of Chicago.

Note: This expression is often used with conditional tense (would), especially when you're giving advice: "you would be better off doing something" or "you'd be better off doing something."

Big deal! - So what? That doesn't really matter.

Example 1: You won five dollars in the lottery? **Big deal!**

Example 2: Your father has a job with a big company in New York City? **Big deal!**

(to) blow things out of proportion - to exaggerate; to make more of something than one should

Example 1: They sent a 12 year-old boy to jail for biting his babysitter? Don't you think they're **blowing things out of proportion**?

Example 2: Sally called the police when her neighbor's party got too loud. I think that was **blowing things out of proportion**.

Fast Facts on Adult Education

Question:

Is participation in adult learning increasing?

Response:

Adult education activities are formal activities including basic skills training, apprenticeships, work-related courses, personal interest courses, English as a Second Language (ESL) classes, and part-time college or university degree programs. This indicator examines the participation rates for adult education activities of individuals age 16 or older.

Overall participation in adult education among individuals age 16 or older increased from 40 percent in 1995 to 46 percent in 2001 and then declined to 44 percent in 2005. In 2005, among the various types of adult education activities, individuals age 16 or older participated most in work-related courses (27 percent), followed by personal interest courses (21 percent), part-time college or university degree programs (5 percent), and other activities (3 percent).

Participation rates varied by sex, age, race/ethnicity, employment/occupation, and education in 2005. For example, a greater percentage of females than males participated in personal interest courses (24 vs. 18 percent) and work-related activities (29 vs. 25 percent). Individuals ages 16–24 had a higher overall participation rate in adult education activities than their counterparts age 55 or older. Blacks and Whites had higher rates of overall participation in adult education than their Hispanic peers. Among those employed in the past 12 months, the overall participation rate in adult education was higher for those in a professional or managerial occupation (70 percent) than for those employed in service, sales, or support jobs (48 percent) or those in trade occupations (34 percent). In addition, the overall participation rate in adult education for bachelor's degree recipients or higher was greater than for those individuals who had some college or less education.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2007). *The Condition of Education 2007* (NCES 2007-064),

Health Literacy in Adult Education

Health Literacy is often defined as the ability to read, understand, and act upon health-related information. Many adults with low literacy have difficulty reading and understanding directions for taking medications, do not know how to complete medical consent forms, have problems with the intricacies in accessing health care for themselves and their families, as well as dealing with a variety of other health-related issues. Health Literacy involves more than just the ability to read and understand words and procedures associated with health care. It involves comprehension, communication, and appropriate action. There are both direct and indirect consequences of low health literacy. Direct effects include non-compliance or medication errors. The indirect effects are harder to measure, but may include insurance issues, accessibility to health care, and poor health behavior choices.

Advancement in the quality of health communication may result in more cases of early detection and preventive care, increased use of health services and adherence to medical regimens, and a better understanding of the health care system, as well as individual rights and responsibilities. Ultimately, improving health literacy may improve the health status and quality of life of America's adults, especially among adults with marginal literacy skills.

To find more information relating to this article go to the Office of Vocational and Adult Education (OVAE) website <http://www.ed.gov/about/offices/list/ovae/pi/AdultEd/health.html>

Calendar of Events

Upcoming Certification Workshops

PCW Workshop- Columbia

May 3-4, 2008

BTAP Schedule-Columbia

June 7-8, 2008

Quote:

*"Try something. If it works,
keep doing it"*

~Franklin D. Roosevelt

2008 Spring AEL Director's Conference

May 12-13, 2008

Tan-Tar-A Hotel and Resort
Osage Beach, MO

Great Moments in History!

Barbara Moser, a social studies teacher in the Brevard County Florida Adult and Community Education program, has a huge banner hanging on one of her classroom walls with the words, "Great Moments in History." Underneath it are spaces for the names of students who have completed their coursework in social studies. Ms. Moser said that students are eager to see their own names among those great moments in history!

Quote:

If a seed of lettuce will not grow, we do not blame the lettuce. Instead, the fault lies with us for not having nourished the seed properly.

~Buddhist Proverb

New Feature Article for Show Me Newsletter

Do you have an "aha" moment to share with other teachers? Show Me Literacy would like to feature your memorable moment in our "Forever Moments for Teachers" corner of the newsletter. AEL teachers see successes almost daily in the classroom. You can email your submission and a digital picture to neads@rolla.k12.mo.us. What are you waiting for...come on, send it in!

Forever Moments for Teachers

By: Diane Crowder, GED Instructor, Rolla Program

The non-reader I was tutoring became discouraged because he did not feel he was making much progress with the materials being used. I decided to try some children's books, but maybe they would be insulting to him. The opposite was true. After reading "The Ugly Duckling" he said he had never heard this story before. His parents did not read to him and he never learned to read for himself. He then applied the story to teenagers of today, how they treat each other, and make fun of those who are different. We had a very interesting discussion before going on to other children's books.

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